

## **Update on the Revised Administrative Services Credential Standards**

### **February 2014**

#### **Introduction**

This agenda item will provide the Committee on Accreditation an opportunity to discuss the newly adopted Preliminary Administrative Services Program Standards and the implications for accreditation reviews.

#### **Staff Recommendation**

This item is for information only.

#### **Background**

At the December 2013 Commission meeting, the Commission adopted the new Preliminary Administrative Services Credential Program Standards. The standards are included as Appendix A to this item.

At the COA meeting, staff who worked with the standards writing panel will present and discuss each of the new Preliminary Administrative Services Credential standards. COA will be given an opportunity to discuss any changes in the standards and their implication in preparation for accreditation site visits in the future.

In addition, staff will update the COA on efforts to ensure that the field understands the changed expectations for program and discuss the transition timeline and process. In addition, staff can provide an update on the proposed adoption of the Clear Induction Administrative Services program standards and the California Professional Standards for Educational Leadership (CPSEL).



## **Appendix A**

### **Preliminary Administrative Services Credential Program Standards**

**Adopted December 2013**

#### ***Category I: Program Design and Coordination***

##### **Program Standard 1: Program Design and Rationale**

The administrative services preparation program prepares instructional leaders to serve effectively in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research and aligned with the *California Administrator Performance Expectations* and principles of adult learning theory. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. The program includes both formative and summative assessments based on the *California Administrator Performance Expectations (CAPE)*.

##### **Program Standard 2: Collaboration, Communication and Coordination**

Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program. Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly. Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

##### **Program Standard 3: Development of Professional Leadership Perspectives**

By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual). The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications. In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes. Finally, the program builds leadership perspective through learning activities that expose candidates to the both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.

#### **Program Standard 4: Equity, Diversity and Access**

By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students. The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.

#### **Program Standard 5: Role of Schooling in a Democratic Society**

By design, the administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. The program prepares candidates to understand the administrator's responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.

## **Category II: Curriculum**

### **Program Standard 6: Visionary Leadership**

The administrative services preparation program helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. The program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

### **Program Standard 7: Instructional Leadership**

The administrative service preparation program addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. The program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

### **Program Standard 8: School Improvement Leadership**

The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. The program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

### **Program Standard 9: Professional Learning and Growth Leadership**

The administrative services preparation program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

### **Program Standard 10: Organizational and Systems Leadership**

The administrative services preparation program addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of

human, fiscal and material resources. The program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

#### **Program Standard 11: Community Leadership**

The administrative services preparation program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals. The program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

### ***Category III: Field Experiences in the Program***

#### **Program Standard 12: Nature of Field Experiences**

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the *Performance Expectations*. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

#### **Program Standard 13: Guidance, Assistance and Feedback**

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

### ***Category IV: Candidate Competence and Performance***

#### **Program Standard 14: Assessment of Candidate Performance**

Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the *California Administrator Content Expectations* and satisfactory performance on the full range of *California Administrator Performance Expectations* below. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance. When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance using formative assessment processes.

**Glossary of Terms for the Preliminary Administrative  
Services Program Standards (2013)**

<b>Term</b>	<b>Standard</b>	<b>Definition</b>
Adult Learning	PS 1, 9	The processes by which adults gain knowledge and expertise that include activities constructed upon six key principles: 1. The learners' need to know; 2. Self-directed learning; 3. Prior experiences of the learner; 4. Readiness to learn; 5. Orientation to learning and problem solving; and 6. Motivation to learn.
CAPE/Performance Expectations	PS 1, 6, 7, 8, 9, 10, 11, 12, 14	A set of six skill categories that describe the performance expectations for candidates ready to begin service as a California educational administrator.
Civic Responsibility	PS 5	Active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.
Coach (as distinguished from mentor)	PS 14	A formal, professional relationship between a candidate and coach, directed toward attainment of professional and organizational goals focusing, consistently, upon leadership that positively impacts learning and teaching practice. A coach is trained and skilled in applying a variety of coaching strategies, skills and resources to the context and needs of the candidate. Coaching is a complex process which can lead to changes in practice, in rethinking/re-strategizing leadership, and transforming the leader's dispositions, behaviors, and communication to build leadership capacity, instructional improvement, and growth in student learning. Administrative coaches focus on the candidate's understanding and application of CPSEL-based leadership outcomes. <i>(In contrast, a mentor is an experienced practitioner who has an informal relationship with a candidate, fostering an understanding of culture, expectations, and the candidate's place and possible contributions to the work environment. A mentor provides a willing, nonjudgmental ear, counsel when sought and focuses on topics determined by the candidate).</i>
Community/School Community	PS 2, 5, 11	An assemblage of people and organizations intimately involved in the day-to-day activities and success of a school. The community members associate with each other and share common values about the education of children. A school community might include administrators,

Term	Standard	Definition
		students, parents, guardians and families, parent-teacher organizations, city services, local businesses, social agencies.
Content Expectations	PS 6, 7, 8, 9, 10, 11, 14	Describe the underlying content knowledge needed by the administrative services candidate to successfully meet the performance expectations outlined in the <i>California Administrator Performance Assessment Expectations</i> (CAPEs).
Formative assessment	PS 14	Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.
Interpersonal Skills	PS 3	The ability to interact positively and productively with people through the application of emotional and social behaviors that are contextually and circumstantially appropriate and sensitive to the needs of others.
Intra-Organizational System	PS 3	The logical and coherent arrangement of vision, goals, policies, regulations, and practices within an organization.
Learning activities	PS 3	Learning activities and pedagogies treat the knowledge, concepts, and content of educational administration as relational and interactive rather than discrete and separate. Programs are urged to incorporate student centered learning activities and pedagogies into their program design. These activities are developed using authentic problems of practice and that engage the learner in processes that simulate problem solving, decision making, or other management and leadership tasks as they would be applied in the real world.
Partnerships and Partnership agreements	PS 2	Informal and formal agreements between the sponsoring institution or program leaders and other K-12 organizations (e.g. district or county offices, colleges and universities, educational organizations, professional learning groups) that outline each partner's responsibility to the program's design, implementation, evaluation, and success.
Privilege and Power	PS 4	Power refers to the ability or official authority to decide what is best for others, the ability to decide who will have access to resources, and the capacity to exercise control over others. Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups.
Professional Learning	PS 9	The administrative services credential program provides learning opportunities through both sessions that address



<b>Term</b>	<b>Standard</b>	<b>Definition</b>
		topics common to all candidates and individualized learning . Professional learning can be provided by coaches, colleagues, workshops, etc.
Summative Assessment	PS 1	A process used to objectively determine if the activities and results of the object being evaluated (e.g., program, intervention, person, etc.) met the stated goals.
Supervisor	PS 2, 13, 14	Individuals from the employing district, school or county office who support administrative induction candidates. Although they often provide input to the program (e.g., site or district goals), they remain outside the confidential coach and candidate relationship.
Vulnerable and historically underserved students	PS 4	These students may include students of color, low income, the physically disabled, blind, deaf, deaf-blind, or hard of hearing, mentally ill, developmentally disabled, impoverished, immigrant communities limited English or non-English proficient, undocumented person, medically dependent or medically compromised, chemically dependent, homeless and shelter dependent, clients of the criminal justice system, and emerging or transient special needs.